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ABSTRACT

A study was conducted at John Tyler Community College (JTCC) to determine the educational and employment status of the 296 students who graduated from the college in June 1987, and their evaluation of JTCC and its services. Study findings, based on a 47% response rate, included the following: (1) 64% of the graduates said that their primary goal for attending JTCC was to upgrade their job skills; (2) 95% were satisfied with the programs and services made available to assist them in achieving their goals; (3) 51% had completed one or more developmental courses; (4) 35% had been certified or licensed in their professions; (5) access to faculty was rated more highly than faculty advising; (6) 82% of the graduates were employed, with 71% working full time and 11% part time; (7) 67% said their jobs were directly or somewhat related to their field of study; (8) 18% of the graduates were currently enrolled in school, and most of these indicated that they had encountered no problems in transferring; (9) 40% of the graduates were married, 32% were between 25 and 34 years of age, 78% were white, and 56% were female; and (10) about 45% of the graduates had taken classes in which the computer was used to supplement traditional instruction. Student comments are provided as well as a breakdown of responses to the study instrument. (AYC)

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1987 GRADUATE FOLLOW-UP STUDY

BUSINESS DIVISION

COMMUNICATIONS and SOCIAL SCIENCES DIVISION

ENGINEERING TECHNOLOGIES DIVISION

MATHEMATICS, NATURAL SCIENCES, and ALLIED HEALTH DIVISION

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1987 GRADUATE FOLLOW-UP STUDY

OVERVIEW

JOHN TYLER COMMUNITY COLLEGE

CHESTER, VIRGINIA

APRIL, 1988

TABLE OF CONTENTS

		PAGE
I.	Overview	3
II.	Student Comments	17
III.	Conclusions and Recommendations	33

OVERVIEW

JOHN TYLER COMMUNITY COLLEGE
OVERVIEW OF 1987 GRADUATES

OVERVIEW

John Tyler Community College graduated 296 students in June 1987, 13 of whom received duplicate awards. Of that number 140 students responded to the Graduate Follow-up Survey instruments which represents a 47% response rate. It should be noted that 84 students received a Career Studies Certificate and only 21 (or 25 percent) responded to the questionnaire. If Career Studies graduates are excluded, the overall response rate increases to 56%.

ACADEMIC AND STUDENT SERVICES

Goals

Sixty-four (64) percent of all graduates said that their primary goal for attending JTCC was to upgrade their job skills by obtaining an Associate degree, 17 percent said to obtain a certificate for immediate job entry, and 11 percent indicated they completed courses for transfer to baccalaureate degree programs. The remaining 8 percent said they took courses for personal satisfication, or employment reasons, or they did not address this item.

Satisfied

An astonishing 95 percent said they were satisfied with the programs and services that were made available to assist them in achieving their goals. Slightly over half (51 percent) of all respondents said they were "very satisfied" and 44 percent said they were "satisfied" with the College's programs and services. Only 4 students (or 3 percent) said they were "undecided" and 3 students (or 2 percent) said they were "somewhat dissatisfied". One student failed to respond to this question.

Developmental/ Remedial Courses

Slightly over half (51 percent) of all graduates said they had completed one or more developmental/ remedial courses while enrolled at JTCC. Almost as many (46 percent) indicated they had not completed such a course. The remainder did not address this item.

Computer Usage

When asked if they had taken classes in which the computer was used to supplement instruction, about 45 percent said "yes", 53 percent said "no", and 2 percent did not respond.

Certified/ Licensed

Slightly over one-third (35 percent) of the graduates who responded said they had been certified or licensed in their professions, 64 percent said they had not, and 1 percent chose not to address this question.

INSTRUCTION

Major Field

Overall, 87 percent rated the quality of instruction in their major as "superior" or "good" (32 percent rated it as "superior" and 55 percent said "good"), 11 percent said instruction was "fair", and 2 percent chose not respond. None of the graduates rated instruction in their major field as "poor".

Outside Field

When asked to rate instruction outside their major area, 72 percent said it was "superior" or "good" (11 percent said "superior" and 61 percent said "good"), 19 percent rated it as "fair", and 9 percent said this item did not apply or they chose not to address it.

Course Content

Graduates were asked to rate course content in their major curriculum and their responses were similar to those regarding instruction in their major. Overall, 86 percent said "superior" or "good" (58 percent said "good" and 28 percent said "superior"), 9 percent said "fair", and 4 percent said this item either did not apply or they chose not to respond.

Challenging Program

When asked if the College had challenged them to do the very best they could, two-thirds of the graduates said "often they had been challenged", 31 percent said "sometimes they were challenged", and only 1 percent each said "seldom" or "never" had they been challenged.

Recommend College

Nine out of 10 (93 percent) of the graduates said that they would recommend the College to a person seeking to complete the same program. Only 6 percent said they would not, and 1 percent did not respond.

Developmental Studies Courses

Graduates were asked to rate the quality of instruction in developmental studies courses. Almost 40 percent of the respondents indicated that this question did not apply to them or they chose not to respond. However, 11 percent said it was "excellent", 35 percent rated it as "good", and 16 percent said "fair".

Basic Skill Area

For the first time, graduates were asked to evaluate the College in terms of how well basic academic skills were imparted (reading, writing, critical thinking, and mathematics). Two-thirds of the respondents rated basic skills instruction as "superior" or "good" (11 percent said "superior" and 57 percent said "good"), 9 percent said "fair", and 22 percent did not feel the item was applicable or they failed to address it.

General Education

Graduates were also asked to evaluate the quality of general education instruction at JTCC, i.e., humanities, social sciences, and natural sciences. Again, about two-thirds (65 percent) said either "superior" or "good". Eighteen percent said it was "superior", 47 percent said "good", 14 percent said "fair", and 21 percent either did not respond or did not feel this item was applicable.

Faculty Advising

Faculty advising was rated as "superior" or "good" by a majority of the respondents (22 percent rated it as "superior" and 35 percent as "good"). Almost one-fifth (19 percent) rated faculty advising as "fair", 12 percent felt it was "poor", and 11 percent either did not respond or said this item was not applicable to them.

Access to Faculty

Access to faculty was rated more positively than faculty advising. About 70 percent of all graduates said that access to faculty was "superior" or "good" (29 percent indicated "superior" and 41 percent said "good"). Another 21 percent rated faculty access as "fair", 4 percent as "poor", and 4 percent failed to respond.

Lab Equipment/ Facilities

When asked to rate the adequacy of lab equipment, almost two-thirds (64 percent) of the graduates said "superior" or "good" (19 percent said "superior" and 45 percent said "good"), 20 percent said "fair", and only 2 percent said "poor". Fourteen (14) percent did not address this item.

Cost of Books and Supplies

Historically, graduates tend to be very critical of the cost of books and supplies. Less than one-third of the graduates rated this area as "superior", or "good" (5 percent said "superior" and 26 percent said "good"), 46 percent said "fair", and 16 percent said "poor". An additional 6 percent did not respond.

STUDENT SERVICES

Admissions and Records

When asked to rate the following services and facilities at JTCC, responses were fairly consistent with previous graduating classes. Three-fourths of all graduates (75 percent) rated the Admissions and Records office as "superior" or "good", 18 percent rated it as "fair", and 4 percent each said "poor", or chose not to respond.

Bookstore

The bookstore was rated favorably by almost two-thirds of the graduates (64 percent said either "superior" or "good"), 27 percent said "fair", 4 percent said "poor", and 5 percent did not address this item.

Business Office	Over three-fifths (62 percent) of the graduates rated the Business Office as "superior" or "good", 15 percent said it was "fair", 2 percent rated it as "poor", and 21 percent chose not to rate this area.
Continuing Education	As expected, the area of Continuing Education was not as well known to graduates. Forty (40) percent rated Continuing Education as "superior" or "good", 10 percent said "fair", less than 1 percent said "poor", and almost half (49 percent) did not respond.
Cooperative Education	An even less familiar area to graduates was Cooperative Education. Less than one-fourth (24 percent) rated Cooperative Education as "superior" or "good". Six (6) percent said it was "fair", 2 percent said "poor", and over two-thirds (68 percent) either did not respond or said they were not involved in Cooperative Education activities while enrolled at JTCC.
Counseling	About 40 percent of the graduates rated Counseling Services as "superior" or "good", 21 percent said "fair", 9 percent said "poor", and about 30 percent chose not to rate this department.
Extended Learning Institute	Slightly over one-third (36 percent) of the graduates rated the Extended Learning Institute as "superior" or "good", while 14 percent said "fair", 2 percent said "poor", and close to half (47 percent) reported that they had not used the services or chose not to rate this department.
Financial Aid Office	About one-fourth (24 percent) of all respondents rated Financial Aid as either "superior" or "good", 9 percent said "fair", 5 percent said "poor", and almost two-thirds (63 percent) said either they had not used the services in this area or did not address this item.
Job Placement	Job Placement services received some of the most negative ratings by former students. Only about 14 percent of the respondents rated it as "superior" or "good", 6 percent said "fair", 8 percent rated the services as "poor", and almost three-fourths (73 percent) said they either did not use the service or chose not to address this item.
Learning Assistance Center	The Learning Assistance Center was recently relocated in the library to facilitate the student's ability to acquire study and basic skills needed to succeed in class. Thirty (30) percent said they felt this service was "superior" or "good", 10

percent rated it as "fair", and the majority (60 percent) said they did not use the services of the Center or they failed to respond.

Library

The Library/Learning Resources Center is an area that is usually rated very highly by former students. Almost 70 percent rated the library as "superior" or "good", 19 percent said "fair", only 1 percent rated it as "poor", and 10 percent did not address this item or said they had not used the library.

Parking

Almost three-fourths (74 percent) of the respondents rated the availability of parking as either "superior" or "good", 16 percent said "fair" and 5 percent said "poor". An additional 5 percent did not address this question.

Recreational Facilities

Slightly over one-third (35 percent) rated recreational facilities as either "superior" or "good", 14 percent said "fair", 12 percent said "poor", and about 40 percent said they either did not use the College's recreational facilities or they chose not to respond.

Student Lounge and Food Service

Over one-third of the graduates (36 percent) rated the student lounge and food services as either "superior" or "good", 40 percent said "fair", 14 percent rated it as "poor", and 10 percent said they had not used the services or chose not to respond.

Veterans Office

A very skewed rating was given concerning Veterans Affairs since over 80 percent of the graduates never used the services or did not address this question. Of those who did, however, 17 percent rated the area as "superior", or "good", and about 1 percent rated it as "fair". No one gave this area a "poor" rating.

EMPLOYMENT STATUS

Employed

Overall, 82 percent of the 1987 graduates were employed (71 percent said they were employed full-time, and 11 percent said they were working part-time), only 5 percent said they were unemployed and seeking employment, and 9 percent indicated they were unemployed and not seeking employment. Four percent of the graduates did not respond to this item.

When Job Was Obtained

It is interesting that almost an equal percentage of graduates reported that they received their present jobs before attending JTCC or during the time that they were here, as did those who obtained them after

graduation. Slightly over one-fourth (27 percent) said they obtained their present jobs before attending JTCC, 23 percent said while attending the College, and 32 percent said after graduation. An additional 16 percent did not respond to this item.

Promotion

Almost one-fourth (23 percent) said they had received a promotion since they completed their studies, the majority (59 percent) said they had not, and 19 percent did not respond.

Salary

When asked to report the range of their annual salaries, the largest percentage of the respondents (24 percent) said they earned between $20,000 to $24,999, 18 percent said they earned between $10,000 to $14,999, 16 percent reported an annual salary of between $15,000 to $19,999, 8 percent said they earned over $30,000, 6 percent indicated they earned between $5,000 to $9,999, 5 percent said they earned between $25,000 to $29,999, and 2 percent said they earned under $5,000. Twenty-one percent of all respondents chose not to provide their salaries (or they were not currently working).

Hours

As expected, the majority of the respondents (58 percent) said they worked an average of 40 hours per week. An additional 16 percent said they worked less than 40 hours per week. Only 4 percent said they worked more than 40 hours per week. Almost one-fourth (23 percent) did not respond to this question.

Related Field

Graduates were asked to indicate whether their present jobs were related to their fields of study while enrolled at JTCC. Almost half (46 percent) said that their present jobs were directly related to their fields of training, 21 percent said they were somewhat related, 18 percent said they were not related, and 14 percent did not address this item.

Skills Useful

When asked to indicate how useful the skills they obtained during their studies have been on their jobs, over half (54 percent) said they have been "very useful", one-fourth said "somewhat useful", and only 7 percent said "not useful at all". An additional 14 percent did not respond to this item.

EDUCATIONAL STATUS

In School

Only about 18 percent of the 1987 graduates that responded indicated they were currently enrolled in school. Eleven (11) percent said they were classified as juniors, 4 percent as sophomores, 2 percent as seniors, and 1 percent indicated freshman status.

Full/Part-time — Again, of the 18 percent who were currently enrolled in school, 10 percent said they were pursuing studies on a full-time basis, and 11 percent said they were part-time.

Problems — When asked if they had any problems transferring to their present institution, 14 percent said they had no problems, 3 percent said they did (see Appendix), 2 percent said they had problems meeting admissions requirements, and only 1 student said that all of his credits were not accepted.

Preparation — The majority of the graduates who were currently in school said that JTCC prepared them well for their current studies. Specifically, 14 percent said the College had prepared them very well, 15 percent said good, and only 1 student said he was poorly prepared.

BACKGROUND INFORMATION

Marital Status — Of the 1987 graduates that responded, 40 percent said they were "married", 31 percent said they were "single", and only 3 percent said "other" (referring to either separated, divorced, or widowed). Slightly over one-fourth of the respondents (26 percent) did not address this question.

Age — The majority of the respondents (32 percent) indicated that they were between 25 to 34 years old (which is consistent with the median student age of 32). The next largest age group was 18 to 24 years old (19 percent), followed by 35 to 44 years old (13 percent), 50 years and over (4 percent), and 45 to 49 years old (1 percent). An additional 31 percent chose not to give their ages.

Full/Part-time — A majority of the graduates who responded said that they were primarily full-time while enrolled at the College (47 percent). About one-fourth (24 percent) of respondents said they were primarily part-time, while almost 30 percent failed to address this item.

Day/Night — A majority of the graduates said they attended classes primarily during the day (53 percent) compared to only 19 percent who said they were enrolled primarily in evening classes, and 29 percent who did not respond.

Additional Degrees Held — Most of the respondents said they had no additional degrees (40 percent) or they chose not to respond to this item (48 percent). The remainder either said they held an additional associate (5 percent),

bachelors (3 percent), masters (4 percent), or doctorate/professional degree (less than 1 percent).

Additional Degrees Desired

When asked about the highest degree they plan to earn in the future, 29 percent said the bachelors degree, 19 percent said they had no additional degree plans, 12 percent said they plan to obtain a masters degree, and 4 percent each said they plan to pursue an additional associate degree or a doctorate/ professional degree.

Race

The distribution of graduate respondents by race was similar to that of JTCC's overall student body: 78 percent were white, 18 percent were black, 2 percent were from another ethnic group, and 2 percent did not address this item.

Sex

The graduate respondents by sex was also similar to that of the total student body: 41 percent were males, 56 percent were females, and 2 percent did not respond.

Respondents By Curriculum

The respondents by curriculum was not as representative for some programs. Below is a list of graduates that responded:

Program	Freq	Pct
Career Studies	21	15.0
Funeral Services	8	5.7
Nursing	21	15.0
Accounting	5	3.6
Computer Programming	7	5.0
Business Management	11	7.9
Business Administration	3	2.1
Beverage Marketing	3	2.1
Office Systems Tech	4	2.9
Police Science	4	2.9
Human Services	12	8.6
Pre-Teacher Education	3	2.1
Teacher Aide	1	0.7
Child Care Aide	3	2.1
General Studies	1	0.7
Architectural Tech	4	2.9
Auto Technology	1	0.7
Instrumentation Engr Tech	11	7.9
Machine Shop	3	2.1
General Engineering Tech	5	3.6
Electronics Engr Tech	7	5.0
Welding	2	1.4
TOTAL	140	100.0

Respondents By Division

The breakdown of graduates who responded by division is as follows:

Division	Freq	Pct
Business	37	26.4
Comm/Social Science	20	14.3
Engineering	33	23.6
Math/Natural Science	29	20.7
Career Studies	21	15.0
TOTAL	140	100.0

1987 GRADUATES BY CURRICULUM, SEX, RACE
AND SURVEY RESPONSE RATE

CURRICULUM	GRADUATES						Response	
	Male	Female	Black	White	Other	Total		Rate
Career Studies	60	24	4	79	1	84	21	(25%)
Funeral Service	15	6	11	10	-	21	8	(38%)
Nursing	-	35	9	26	-	35	21	(60%)
Accounting	-	6	-	6	-	6	5	(83%)
Computer Programming	3	7	-	8	2	10	7	(70%)
Business Mangement	6	15	1	20	-	21	11	(52%)
Business Administration	3	5	1	7	-	8	3	(38%)
Clerk Typist	-	2	2	-	-	2	0	0
Beverage Marketing	2	1	3	-	-	3	3	(100%)
Office Systems Tech	-	4	2	2	-	4	4	(100%)
Police Science	5	2	1	6	-	7	4	(57%)
Human Services	1	23	14	10	-	24	12	(50%)
Pre-Teacher Education	-	4	-	4	-	4	3	(75%)
Teacher Aide	-	3	1	2	-	3	1	(33%)
Child Care Aide	-	9	-	9	-	9	3	(33%)
General Studies	-	1	-	1	-	1	1	(100%)
Architectural Tech	3	3	-	6	-	6	4	(67%)
Auto Technology	6	-	3	3	-	6	1	(17%)
Instrumentation	15	1	1	15	-	16	11	(69%)
Machine Shop	3	1	2	2	-	4	3	(75%)
General Engr Tech	6	1	-	7	-	7	5	(71%)
Electronics	11	-	-	11	-	11	7	(64%)
Welding	4	-	2	2	-	4	2	(50%)
TOTAL	143	153	57	236	3	296	140	(47%)

STUDENT COMMENTS

CONCLUSIONS AND RECOMMENDATIONS

JOHN TYLER COMMUNITY COLLEGE
1987 GRADUATE FOLLOW-UP STUDY
STUDENT COMMENTS

In order to improve services to future students, please take a few moments to provide any general comments about John Tyler Community College's programs.

Business Division

Accounting:

- In all major courses that I have taken or am taking, the instructor is always willing to give extra help so that I could understand the material thoroughly.
- Some of my classes were taught as if to high school students instead of adults. Class evaluation by supervisors may be helpful.
- Please, please! Change to a semester schedule. Transferring in and out of JTCC loses credits and your textbooks are written for it.

Beverage Marketing:

- As a whole, I think the school is doing a fine job for the student, however, I think considerably more attention should be given to the job placement and recreational programs. For instance, there is not enough indoor space for winter recreational activities.
- I think the programs and services at John Tyler are excellent and the majority of instructors are very thorough and knowledgeable in their respective fields. I do feel, however, that not enough is done to give the public the correct perception of what the college can offer its students. I also was very sorry to hear that the program from which I received my degree, Beverage Marketing, has been dropped due to low enrollment.
- The college promised jobs in the Beverage Marketing field and there were none. Most people, including myself, went into the program thinking there was a great future in the end. There wasn't. I am very dissatisfied. I would like to work in my field. Where are jobs promised to the graduates?

Business Administration:

- I only wish that the complaints given by students about particular instructors/faculty would be taken more seriously. I was always told "something will be done" when, in effect, nothing was ever done. The students do actually have some legitimate complaints about faculty members (attitude, teaching style, etc.) and I hope JTCC begins to take them more seriously. Nevertheless, there is one program at the college that I would recommend highly to others: The Extended Learning Institute. I don't have an equivalent ELI program available to me at my current university, and I wish I did. It is one of the best memories I have about JTCC.

- I feel that JTCC prepared me fairly well for life at a four-year school. I would like to see some of the business courses at JTCC incorporate more speeches and/or presentations into their environment.

Business Management:
- I thoroughly enjoyed my years at JTCC, but there are some things that could be improved. For example, there really needs to be more lighting in the parking lot. Another problem that I always had was classes being cancelled. It would have been O.K. if it had happened only a few times but it seemed to happen every quarter. I tried to follow the suggested schedule and it seemed that the courses were not offered when it was suggested I should take them. There were some things that were outstanding. The business staff s very good. Not only are they good instructors but they were always willing to give advice to me about my career. Also the sports programs (i.e., softball) were very fun and seemed to help me make a lot of friends.

Computer Programming:
- Availability of full time college staff for those of us in evening courses leaves a Lot to be desired.
- Some of the instructors for elective classes left a lot to be desired.
- If students are planning a career in data processing they should take all the courses they can under Ms. Loika.

Office Systems Technology:
- Emphasis should be placed on the needs and desires (academic) of each student attending JTCC. Once the needs and desires are met, JTCC will be assured of keeping students for the duration of the curriculums they have enrolled in. I commend the administrators, faculty and staff for their continued efforts to make JTCC a top quality two-year institution.

Police Science:
- The college should have a service to help find jobs or employers for students that the student chooses. The time and money and degree I received didn't mean I got the job of my choice!!
- John Tyler would be an outstanding school if the instructors were there not only to encourage the students but give credit where credit is due along with showing interest in all students regardless of race, creed, religion or just plain being prejudiced. Work on your policies and make students aware of what's right, especially in the Financial Aid office. Besides giving out booklets, also explain at the same time, rules and regulation. Do not be afraid to admit to making mistakes and stop blaming students for neglect.
- Many times I felt that some of the instructors (especially in the business department) took a laissez faire attitude. For instance, I had problems getting many of my instructors to help me when I had a problem about class content. Also, I felt that some of my instructors only wanted to come to class and then pick up their pay check. Overall, my educational experiences at John Tyler were very

good, and many of my instructors were very attentive and instructional. But, if any of my friends questioned me about specific classes, I would give them my honest negative opinion about certain instructors and their class content.
- I would like to see more summer classes offered so part-time students could finish sooner. Attending evening classes gives you less of a selection of classes.

Communications and Social Sciences Division

Child Care:
- Johnnie Humphrey, in my opinion, is one of the best professors I have ever had. She is truly concerned with her students. She goes out of her way to help you in any way she can.

Education:
- I believe that JTCC is an excellent school. I was thoroughly prepared to attend VCU which I am now attending. All of my credits transferred, and there were only four general classes I needed to take (some were not offered at JTCC, i.e., health). I graduated from JTCC after two years, and I am now ahead of schedule at VCU and may graduate one semester early. I am very happy that I was able to start at a smaller school, because I was not positive that I wanted to attend school for four years. Going to JTCC bridged the large gap between high school and college and saved me a lot of money. I have been attending VCU for two semesters, and have found that my classes and teachers at John Tyler were at least as good and sometimes more demanding. My grades are just as high, if not higher, than they were at John Tyler. I am very pleased and I feel that I gained an excellent general education at John Tyler. I find that I am just as knowledgeable as my peers who have attended VCU from their freshmen years. I cannot think of any ways in which I would change the school. I am proud to say that I graduated from John Tyler Community College! (It was not easy!)

General Studies:
- There is one teacher who, to me, brought down the rating, concerning Question 6, general education. The others were great!

Human Services:
- John Tyler needs to improve on the communication on registration day and the terrible time with finding a parking place. JTCC evening classes aren't well motivated.
- The programs are very sufficient & adequate!
- Excellent faculty! Excellent curriculum! Not employed-volunteer until Grant provides income. I am establishing a non-profit, tax-exempt shelter program for battered women and their children, EVE, Inc. (Ex-Victims Empowered).
- Provide seminars on job searching. My program head did a good job, however, I feel all students could benefit if these aspects were explored: (1) where to look-papers, state listings, federal level and counties, (2) resume-it pays to have yours done professionally (I have), and (3) interview skills-I was best prepared for this area through JTCC.

- More staff-student relations. Many people in the hierarchy, including Dean Jones, are not aware of student needs & concerns. This is two fold. Students need to become more vocal to an open ear.
- I recommend John Tyler Community College to anyone interested in community college's programs. I am proud of my Associate Degree from JTCC!
- Limitations should be placed on number of hours students have to obtain in getting AAS degree. Explanation: Too much time has to be spent giving volunteer work to work sites. I suggest deducting some of this time and add more studies in the curriculum that are transferable.
- I have no comments to improve services for future students.
- I think that in the Human Services program a course should be required in "dealing with physical limitations." How to communicate and work with someone who is blind or deaf, and individuals who are in skilled care units in facilities.
- As a former student of John Tyler, I am very pleased with the services that were provided to me. I enjoyed my stay, even though things got a little rough at times. If I had to do it all over again, John Tyler would still be my choice.
- More services need to be available for night students.

Engineering Technology Division

Architecture:
- Keep up the good work!

Automotive:
- I viewed nothing that really needs to be changed; I found registration easy and the course selection very flexible. I do not hesitate for a moment to suggest your school to a prospective student.

Electronics:
- Instruction and teaching abilities were good, but not in (similar) great detail. It does prepare the student for future courses, but not in detail. The major problem facing transferring students is the course schedules. Upon transferring from JTCC to ODU, it was discovered that ODU required a calculus course (Math 205) to be taken before hand. In other words, ODU's schedule stated that Math 206 was to be the starting Math or calculus course for the first semester. Since JTCC did not require a calculus course, the student (me) was set back one semester which caused some "sticky" problems. Therefore, it can be stated that this problem could have been avoided if the college retained more information about ODU course requirements in a students' area of study.
- The Electronics curriculum can be improved by offering more computer training. One area of extended training is from the technician's standpoint, another area is in programming. One quarter of basic is not enough. The communications classes are far too brief to be useful when entering the job market.
- I feel that it would be more beneficial if JTCC would offer more hands on problem solving in the field of electronics. I do not

feel it is enough to know the basics if basic trouble shooting is not incorporated in the program.
- I feel the electronics program at John Tyler is excellent and I also feel it is very helpful in furthering an individual's education for personal satisfaction. Although I was disappointed in the College's inability to hire a new electronics teacher when Mr. Campus left the College.
- The Electronics Engineering curriculum at JTCC was excellent. I was somewhat dissatisfied by the fact that I was required to take night courses but understand that this situation has been remedied.

General Engineering:
- My employer encouraged me to seek more education and I did. I have been blessed because of it. My job was really opened up to me by applying book knowledge & school hours along with my work. I haven't been promoted, but I have gotten a good raise and I know that my school work helped. I don't see my employer encouraging new employees any more. Maybe you should contact them.
- I do not care to have my employer questioned.

Instrumentation:
- Fully satisfied with JTCC. Disappointed with the VCCS decision to convert to the semester system, due to my personal preference for the quarter system.
- Dan Coake needs a larger lab to be able to keep up with the changes in industry. With all the donations he receives, he needs more room. Food service needs to be improved.
- I would like to suggest extending library hours later into the evening.
- Get Mr. Campus back. Mr. Coake is doing a fine job, give him a raise!
- More lab time. More recreational facilities.

Machine Shop:
- No comment. Was satisfied with general conditions.

Math, Natural Sciences and Allied Health Division

Funeral Service:
- The Funeral Service Program is excellent! One change I would make would be to arrange the FNSV program so the students would only attend classes three days a week. Mr. Thornton is a SUPER GUY and instructor.
- It is a wonderful place for those who are older and frightened about going back to school. With the individual help that one receives from the instructors at John Tyler, age does not make a difference. The instructors are always willing to help the slow students with their subject matter and encourage them to do well.
- The counselors at JTCC are not very helpful. They are not particularly interested in the student. The faculty advisors are much more effective. The student lounge needs to be torn down and built anew. Go to Thomas Nelson Community College (Hampton) and study their student lounge!

- In the counseling services it was poor except that one counselor, Mrs. Joan Walker, who worked with our curriculum and was very helpful and helped the most.

Nursing:
- JTCC should provide more counseling and information concerning transfer of credits to 4 year institutions.
- You need more subjects available at Watkins. Example, Chemistry. It is needed to go on for a BSN and you only offer it in the daytime-people need to work.
- John Tyler is a good college with teachers who know their field. Needs to be better communication.
- Having been an LPN for 10 years provided more information for me than the actual nursing program to become an RN, however one can not be RN without school education. The Nursing Program at Tyler should be available to health care people, such as Nursing Assistants, LPN's, and made to be a longer program than it is for the sake of study time and the material required to cover for each quarter/semester is too much for a lay person to grasp in such a short period of time. I feel this is one reason we lose a lot of students in this program.
- Poor scheduling of clinical hours and instructors who do not know how to teach make this a very difficult program. Attitudes of several of the faculty seems to be that they don't care if you finish the program or not. A person cannot do his best, for example, with evening clinicals on Tuesday and Thursday night and classes on Wednesday and Friday. This means late nights before every test and assignment. It is very hard to coordinate home schedules when you don't know until the first week of class what your clinical schedule will be. People are told before they start that classes are Wednesday and Friday and clinicals are Tuesday and Thursday days. Not true. Also, the graduating class of 87' did not have 100% passing as was stated in July in newspapers. I did pass!!
- The teaching staff at John Tyler did an excellent job preparing their students for State Boards. Thanks!
- I feel that JTCC's Nursing Program prepares the student to successfully pass licensure for state boards.
- The RN Program at JTCC is outstanding! I was amazed at the in depth exploration of subject matter when compared to MCV. When I began at MCV I thought I'd have a lot to learn-surprise!! I'd already learned it at JTCC. Examples: IPR (interpersonal recording), Nursing Care Plans (how to write them, what to say, relevant data), assessment skills, the nursing process, leadership concepts and theory, basic knowledge (which turns out to be extensive) of various body systems. Staff and faculty of the RN program are always available, open to different opinions, flexible in their thinking and presentations of the material, understanding, and above all APPROACHABLE!! I was never scared or anxious to talk with anyone about anything. And this includes the Program Head, Ms. Nelms. JTCC has gathered some of the finest instructors available. I can not praise the program enough.
- The people I came in contact with that were very helpful and knowledgeable were: Carolyn Mosby, Mrs. Jenkins in Admissions, both Deans of Student Affairs that were there in the four years I

attended, the whole ELI office and Mr. Downey. The people I found least helpful and interested in their job and helping me and my fellow students were: , in Counseling and worst of all the woman who the runs the bookstore. The best way to improve the Nursing Program is to get rid of and hire another , who was kind, helpful, understanding and knew how to be a program head.
- Since JTCC is a community college, I think more consideration should be given to accommodating work hours, babysitting needs, etc. There are some curriculum instructors that do not consider these factors at all.

Career Studies Certificates

Surveying:
- Quality of technical instruction and access to faculty was very beneficial to me in obtaining my educational goals at that time.
- When I was younger, I thought I would never have what I have today. I found through hard studying and qualified instructors such as John Tyler has that I could. My certificate hangs in my office and I often look at it because it does mean a great deal to me. Thanks to everyone involved. The graduation was great! Hope to be back soon.

Word Processing:
- I signed up for job placement. I was never contacted about any opportunities or services available. My family consists of 5 individuals. My desire was to be a full-time student but I was told that our income of $30,000 yearly made me ineligible for assistance. I did not feel that this was a fair decision.

Nuclear Health Physic Technology:
- Speaking about the program I was in at John Tyler, I found the people at the school to be helpful. Even though our classes were held at Virginia Power's training facilities, the weight room and other areas where open to us, and we were treated as regular students.

Nuclear Foundations Technology:
- I'm sorry to inform you I was a student at POTC for Virginia Power and did not attend JTCC. So I feel my input to your questionnaire would be invalid. Thank you.
- I really didn't have an opportunity to use many of the services offered by JTCC because I was in a training program for Virginia Power thru JTCC. The classes were held at the Va. Power Operation Training Center outside the Chesterfield plant. The few services offered by your college seemed satisfactory. Improvements could be made in your lunch room, parking, and recreational services. The library is excellent. Overall, I was very pleased with the training I received. Your staff seemed very cooperative.

What was your primary goal in attending JTCC? (Respondent chose "Other" and wrote the following.)

Communications and Social Sciences Division

General Studies:
- Do something that hasn't been done.

Human Services:
- To look at career options in depth.

Math, Natural Sciences and Allied Health Division

Funeral Service:
- To obtain a second certification for personal business.

Nursing:
- To obtain Associate in nursing.

Career Studies Certificates

Surveying:
- To take and prepare for surveyors exam in Virginia.

Would you recommend the College to a person seeking to complete the same program? (Respondents chose "no" and wrote the following:)

Business Division

Beverage Marketing:
- No jobs in field.

Business Administration:
- Some of the instructors I had were the worse I've ever seen. No matter how much you complained, no one ever did anything to rectify the situation.

Police Science:
- Because of some of the unfairness in instructors.

Communications and Social Sciences Division

Human Services:
- It is very difficult to find an acceptable salaried position with an A.A.S. in HMSV.

Engineering Technology Division

Instrumentation:
- I do not feel job opportunities are as plentiful as originally led to believe.

Math, Natural Sciences and Allied Health Division

Nursing:
- Program was not what it could or should be and Program Head not involved enough with the program or its students.
- Yes, with some reservations.
- Faculty in department make the courses much more difficult than they are. Poor instructor!!

If you are employed full- or part-time, please give:

Employer	Job Title
Business Division	
Accounting:	
Raynor, Adams & Assoc.	Office Manager
Dept. of Army, DPCA	Budget Analyst
Richmond Cerebral Palsy Center	Acct/Data Processing Mgr.
Investors Savings Bank	Accounts Payable Supervisor
Beverage Marketing:	
Sun Glass Products, Inc.	Merchandiser/Representative
Defense General Supply Center	Supply clerk
Business Administration:	
Farm Fresh Supermarket	Pharmacy Tech
Business Management:	
First Virginia Bank-Colonial	Commercial teller
Civil Service, Transportation Div.	Supervisor Motor Vehicle Dispatcher
Virginia Power	Senior Clerk
Chesterfield Co. Police Dept.	Emergency Services Dispatcher
Virginia Power	Data Entry Clerk
The Southland Corporation	Market Region Executive Secretary

Computer Programming:

International Business Services	Program Management Analyst
State Health Department	Programmer (intern)
United Way of Southside Va.	Administrative Asst./ Campaign Computer Acct.
Self-employed	
SSVTC	Computer Operator

Office Systems Technology:

JTCC	Secretary
Internal Revenue Service	Secretary (Steno)
Sovran	Operations Specialist V
	Legal Secretary

Police Science:

Virginia Security Service	Security Officer
Chesterfield Mental Health	Relief Counselor Substitute
Va. Department of Transportation	Equipment Operator

Communications and Social Sciences Division

Child Care:

Rochette's Florist	Bookkeeper
Rainbow Christian Bookstore	Clerk

Education:

Mt. Pleasant Baptist Day Care Center	Teacher

Human Services:

Chesterfield Vocational Services	Sub. M/R Trainer
City of Petersburg Sheriff's Dept.	Deputy Sheriff
Charley's Restaurant Tavern	Waitress
Central State Hospital	Psy. Aide
Retired Senior Volunteer Program	RSVP Field Coordinator
Central State Hospital	Psy. Aide

Teacher Aide:

Manufacturers Manover Consumer Ser.	Senior CSR

Engineering Technology Division

Architecture:

F. Parker, Inc.	Drafter/Designer
Va. Dept. of Transportation	Highway Construction Inspector
Va. Dept. of Transportation	Hwy. Engr. Tech. C
Philip Morris	Drafting Technician

General Engineering:

Philip Morris, USA	Mechanical Designer
Reynolds Metal	Draftsman
Baker Equipment Engineering	CAD Operator
Allied Signal, Inc.	Planning Foreman

Electronics:

Philip Morris USA	Fixer
American Filtrona	Elec. Tech.
E. I. DuPont	Instrument Mech.
Honeywell	Building Services Technician
TRC Environmental Consultants, Inc.	Site Technician
Eastern NDT, Inc.	Electronics Service Tech.

Instrumentation:

Virginia Power	Assistant Instrument Tech.
Colonial Mechanical	CAS Technician
Ethyl Corporation	Instrument/Electrical Tech.
Virginia Power	Assistant Instrument Tech.
Philip Morris, USA	Design Engineer
American Tobacco Co.	Lab Technician
Consultants & Designers	Design Engineer
Jones & Frank Fluid Handling Equipment	Industrial Sales
ICI Americas	E/I Tech. II
Robertshaw Control	Test Technician

Machine Shop:

United Parcel Service	Supervisor
Master Machine	Machinist Apprentice
Reynolds Metal Co.	Roll Tender

Welding:

Ettrick Supermarket	Stock Manager
Brown & Roots USA Inc.	Electricians Helper

Math, Natural Sciences and Allied Health Division

Funeral Services:

Briston-Faulkner Funeral Home	Funeral Service Licensee
Henrico County Schools	Teacher
Reid's Funeral Home	Helper
A. W. Bennett Co	Funeral Director
Dellinger Funeral Home	Funeral Director
Crocker Funeral Home	Resident Trainee
Hale Funeral Home	Apprentice
V.Y. Scott Funeral Homes, Inc.	Apprentice Mortician

Nursing:

MCV	RN-Cardio-Thoracic Unit
MCV	RN-ICU
VA Hospital-McQuire	RN
Beth Sholom Home	RN Wing Supervisor
Not working due to pregnancy.	
Chippenham Hospital	Staff Nurse
John Randolph Hospital	RN Staff Nurse
Johnston-Willis Hospital	Staff Nurse
MCV	RN
Richmond Memorial Hospital	OR RN

Henrico Doctors' Hospital	RN-CCU
Chippenham Hospital	Staff Nurse
MCV	RN
MCV	RN

Career Studies Certificates

Accounting:

Crawford Mfg. Co.	Gen. Accounting Mgr.

Small Business Management:

Park 500	Laborer

Interior Decorating:

Hechingers Co.	Bookkeeper/cashier

Nuclear Foundations Technology:

Virginia Power-Surry Nuclear Power Station	Nuclear Operations
Virginia Power-Surry Nuclear Power Station	Health Physics Tech. Trianee

Nuclear Health Physic Technology:

Virginia Power-Surry Nuclear Power Station	Health Physics Tech.
Virginia Power-Surry Nuclear Power Station	Health Physics Tech. Trainee
Virginia Power-Surry Nuclear Power Station	Health Physics Tech.
Virginia Power-Surry Nuclear Power Station	Health Physics Tech.
Virginia Power-Surry Nuclear Power Station	Health Physics Tech. Trainee

Surveying:

R. J. Beasley Const. Corp.	Gen Superintendent
Potts & Minter	Office Manager
Benchmark Surveys, Inc.	Vice President

Word Processing:

Travelers Insurance Company	Insurance Rater

Please give the name of the college/university you are currently attending.

Name of Institution	Field of Study
Business Division	
Accounting:	
JTCC	Transfer
JTCC	Transfer
Business Administration:	
University of Richmond	Business Admin.
VCU	Marketing
Business Management:	
St. Leo	Bus. Mgnt/Admin
St. Leo	Business Management
	Insurance Underwriter
Beverage Marketing:	
JTCC	Word Processing
Computer Programming:	
JTCC	Business
Communications and Social Sciences Division	
Education:	
VCU	Middle Education
Mary Washington College	Business Admin.
Human Services:	
John Tyler Community College	Police Science
VCU	Social Work
VCU	Rehabilitative Counseling
JTCC	Nursing
Engineering Technology Division	
Architecture:	
John Tyler Community College	
Automotive:	
Columbia Bible College	Bible & Missions

Electronics:	
Old Dominion University	Elect. Engr. Tech.
Virginia State University	Electronics Engr. Tech.
JTCC	Computer/DAPR
VSU	Electronics Engr. Tech.
General Engineering:	
VCU	non-degree
Instrumentation:	
VSU	Electronic Tech.
Welding:	
JTCC	Electrician-Apprenticeship Prog.

Math, Natural Sciences and Allied Health Division

Funeral Service:	
Longwood College	English
Nursing:	
Medical College of VA	Nursing
John Tyler Community College	for BSN
Medical College of Virginia	RN-BSN
Henrico Doctors' Hospital	Critical Care Internship

Career Studies Certificates

Accounting:	
JTCC	Business
Small Business Management:	
JTCC	Business/Photography
Surveying:	
JTCC	Auto Cad
Nuclear Health Physic Technology:	
Virginia State University	EET

Other than the degree or certificate you received from JTCC, please indicate other degree(s) that you hold and when they were completed.

Degree	Institution	Year
Business Division		
Computer Programming:		
Bachelors	Providence College	1958
Masters	VCU	1980
Associate	Richard Bland	1966
Police Science:		
Associate	John Tyler	1976
Communications and Social Sciences Division		
Education:		
Associate	Victor Valley College	1980
General Studies:		
Professional	St. Joseph School of Nursing	1947
Human Services:		
Certificate	Career Institute	1980
Engineering Technology Division		
Instrumentation:		
Bachelors	Virginia Tech	1978
Math, Natural Sciences and Allied Health Division		
Funeral Service:		
Bachelors	North Carolina Central	1979
Bachelors	Virginia Seminary & College	1961
Masters	Virginia Theological Seminary	1973
Bachelors	James Madison University	1984
Bachelors	Norfolk State University	1970
Masters	Hampton University	1985

Nursing:

Associate	Richard Bland	1987
Associate	NVCC	1974
Bachelors	Virginia State University	1976
Masters	Virginia State University	1980

Career Studies Certificates

Interior Decorating:

Bachelors	Duke University	1971

Nuclear Health Physic Technology:

Associate	Joliet Junior College	1982

CONCLUSIONS AND RECOMMENDATIONS

1. Less than half of all graduates said they had taken classes in which the computer was used to supplement traditional instructional methods. This number should increase significantly since all graduates are now required to demonstrate computer literacy.

2. Efforts should be made to continue to strengthen faculty advising. In several programs, graduates expressed concerns about inadequate faculty advising or faculty access.

3. Students were very critical of the high cost of books and supplies. In some cases, the costs exceed tuition for the course. Faculty should endeavor to keep these costs to a minimum.

4. Almost three-fourths of the graduates indicated they had not utilized job placement services. The college should investigate a variety of methods to improve services in this area.

5. Most of the graduates were not familiar with the Learning Assistance Center. Students who need assistance outside the classroom should be made aware of this service.

6. Several of the graduates said they had not used the College's recreational facilities, and a majority had not participated in student activities. College staff should attempt to increase student awareness of these services/activities since it has been proven that they correlate positively with academic success.

33

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